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**MAKING BUSINESS SCHOOLS RELEVANT;
IMPACTING MANAGEMENT PRACTICE THROUGH
APPROPRIATE MODES OF LEARNING**

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Abstract

This paper suggests that the traditional mode of knowledge production in academic institutions finds its way unquestioningly into executive education practice. By exploring alternative modes of knowledge production and their relationship to learning designs, we offer a framework for understanding what makes executive education relevant to practice. The aim is to offer faculty, business schools, clients and learners a framework for considering practical and strategic implications arising from the learning modes identified in this analysis.

Keywords: business school executive education, learning design, Mode 1 / Mode 2, relevance for practice

1. Introduction

Executive education has become increasingly important for business schools both financially and as a means of establishing presence in the business world. To exploit this potentially lucrative market, business schools need to differentiate their services from those offered by training and development companies offering focused products and niche consulting at competitive rates. In an aggressive market, the unique selling proposition of business schools combines leading-edge thinking, research-led inputs, the scholarship of faculty, expert delivery and the prestige of the brand.

The expansion in executive education has presented business schools with the opportunity to engage in novel and interesting ways with practicing managers. However, the traditional business school may not be equipped to harness this potential because of the traditional academic model of knowledge production which finds its way unquestioned into much executive education. This traditional model of knowledge production is predisposed to the diffusion of “scientific” knowledge in the form of universal concepts, models and theories, which are frequently far removed from the business issues in which participants are engaged at work. Executive education programmes may enhance personal effectiveness but they often fail to improve a participants’ contribution to their organisation (Said Business School, 2006).

In response to the challenges faced by executive education, business schools have produced an abundance of learner-friendly methods and experiential learning designs aimed at enhancing both the educational and entertainment value of courses. These designs are more likely to enable participants to apply the course material to their own organisation than traditional lecture-based courses. However, even these learner-centred designs often conceal an underlying adherence to a traditional model of knowledge production.

We begin by discussing the experiences and challenges facing business schools in delivering ‘leading-edge’ thinking, research-led *and* relevant executive education programmes. To explore how executive education can be designed to be relevant to business, we go on to discuss knowledge production systems, introducing the work of Gibbons *et al.* (1994), explain how this can be applied to learning and teaching and how this concept can expose the unquestioned assumptions about learning philosophy and design. Using examples, we explain the differences between Mode 1 and Mode 2 executive education. We conclude by discussing the implications of the Mode 1 and Mode 2 framework for the business school in three key areas: ownership of the learning agenda, faculty development and programme evaluation.

2. The Experiences and Challenges for Executive Education in Business Schools

Fulmer (1997) argues that whilst executive education participants demand real time, action learning programmes, which can be offered by many providers. Universities will continue to play a significant role in executive education since they are uniquely equipped to provide cutting edge thinking. To be useful such inputs need to be both entertaining and expertly address real organisation challenges.

Business schools, however, have to overcome many practical challenges if they are to exploit the executive education market. They need to have people who can respond quickly to clients' requests and focus on business development. Many schools have developed a business model for this market in which a dedicated group of executive education professionals deal with clients and then draw on selected faculty to deliver on programmes. As executive education is often organised on a shorter time frame than most academic degree programmes, this arrangement also meets the practical problem of matching executive education to faculty diaries. This arrangement leaves faculty free to pursue the other activities on which they are measured, including research and developing their own subject expertise. We argue that this division, whilst resolving the practical challenges of having two very different types of businesses under one brand, also creates problems.

A key problem for business schools in delivering executive education is finding faculty who have a desire to understand the specific requirements, status and objectives of the client organisation(s) and a willingness to meet with the client(s) to comprehend and respond appropriately to the specificity of the client brief. Clients demand 'leading-edge thinking and knowledge' which faculty can often develop from their own research and subject knowledge but they need to package it in such a way that the clients can use it back in their own organisations.

We suggest that understanding and responding to the clients' brief is important but not sufficient. What the clients want and what they are offered can be mismatched even when the topics are expertly presented with practical examples from applied research - the clients still feel it is not practical enough. On other occasions, however, it is just what the participant wanted as we illustrate in Case one.

Case One: The Outstanding Executive Educator

A recent client requested input from a well-known Professor whose subject area was directly related to the pressing need driving the programme. He was known to be an outstanding performer. The session was extremely disappointing to the client. It did present the relevant material but the participants felt that the parallels between the cited cases and the client organisation were not made apparent. Despite the fact that the client had asked for a thorough briefing on the topic, it was thought that there was

too much 'talk at' and too little 'talk together'. In fact the client and business school consultant managing the programme did think the session highly relevant but the participants were very unhappy. Three days later the Professor did the same session on an open programme for executives attending the business school as part of their ongoing commitment to management education. Their expectations were quite different and they thought the way a complex field was pulled together in an expertly delivered presentation, brought alive by examples from his consulting and illustrated with entertaining anecdotes, was really world class and the Professor got his usual 10 marks out of 10 on the feedback sheets.

In this case there is a tension in the first instance between the client's request and the delivery of the session - the required orientation to learning was not identified and so the brief and the delivery failed to match expectations. We propose that success depends on the negotiation and agreement upon an appropriate 'knowledge production' system for the particular executive education programme. In this system we take a broad view of knowledge to include personal awareness, insight, new ideas and applications. In this sense, a learning design is a form of knowledge production system and the type of system adopted has different uses and consequences.

3. Different Knowledge Production Systems

The notion that there are different and contrasting possibilities for producing knowledge has come to prominence in the business school world through attention to the kind of research business school conduct. Over the last two decades the management academic community has become increasingly concerned with the lack of utilisation of research evidence by firms. For example, the relevance of management research has been a core issue in the presidential addresses of recent Academy of Management Annual Conferences (Hambrick, 1994; Huff, 2000; Bartunek, 2003). 'Knowledge into Action' was the key theme of the 2003 British Academy of Management Annual Meeting and 'Creating Actionable Knowledge' was the focus of the 2004 Academy of Management Annual Meeting. Furthermore, the challenge of turning 'management research into practice' has been the theme of a special issue of the British Journal of Management (Hodgkinson *et al.*, 2001) and a key focus of the European Management Journal (Scaringella, 2002). In business schools which claim to have research led teaching agenda, this lack of relevance is an important component of making executive education rigorous and relevant. So far this has been used to question the nature of the research conducted in business schools and, by implication, informing much executive education. We argue that the same concepts also apply to the way knowledge is gained by clients undertaking executive education programmes - that is to say the teaching and learning agenda.

3.1 Mode 1 and Mode 2 Knowledge Production

The concept of Mode 1 and Mode 2 knowledge production originates with Gibbons *et al.* (1994) and was brought to prominence for management researchers by, for example, Tranfield & Starkey (1998) and Starkey & Madan (2001). The traditional model for producing knowledge in academia privileges; knowledge that is “produced within the context governed by the largely academic interests of a specific community” rather than in the “context of application” (Gibbons *et al.*, 1994, 3). Drawing on the work of Gibbons *et al.* (1994) a number of scholars have argued that research conducted in business schools should adopt a Mode 2 orientation to enhance its relevance to the business community (Tranfield & Starkey, 1998).

The importance of the concept of Mode 2 is that it offers an alternative view of knowledge production processes and values different forms of knowledge from that typically emerging in universities steeped in Mode 1 assumptions about what constitutes value and rigour. Broadly speaking, Mode 2 is knowledge production in which there is both the creation of an enduring and reliable knowledge contribution which helps to provide a solution to some ‘live’ problem. This contrasts with Mode 1 research that, they argue, equates to fundamental or basic knowledge or knowledge developed in a separate context (usually a university) from that in which the problem or issue stimulating the research originates. There is usually no aspiration to apply Mode 1 knowledge immediately although it maybe exploited or applied later.

3.2 How This Distinction Applies To An Executive Education Context

Business schools by and large employ faculty and researchers who have been appointed because they have either subject expertise or researcher capability. Both of these are measured by published output. Faculty at business schools are trained to publish their work in top journals which have Mode 1 as a dominant orientation. This dominance is only just being challenged in relation to research and there has yet been little challenge in relation to teaching and learning.

In an article for the Royal Society of Arts journal in the UK (Hills, 2004), Professor. Sir Graham Hills applies Gibbons *et al.* (1994) notion of Mode 1 and Mode 2 knowledge production to teaching and learning. Mode 1 teaching mirrors Mode 1 assumptions about how knowledge should be generated. It therefore focuses on the transfer of knowledge generated in specific disciplines using peer reviewed/acknowledged academic sources. It assumes that the teacher, as an expert, has knowledge to offer that is to be transferred to the mind of the learner. Learning is about what the individual takes away and can be measured in terms of gains in knowledge or expertise against some objective criteria. Mode 2 education similarly mirrors Mode 2 research in that the learners’ needs are the point of departure for the programme and the focus of learning is creation of knowledge that meets the needs of the organisation or individual learner. The learning should, however, be based in rigorous reflection on experience and existing knowledge in both the participants’ and

the public domains. It is not about applying a single but practical solution to all the participants' issues - in other words, there is no prescription that participants automatically learn to apply.

4. Mode 1 Executive Education

This is compatible with good teaching and the dissemination of knowledge. The knowledge is produced by experts and can be learned and applied by participants. The knowledge transfer process can be learner-friendly using, for example, a case study, a business simulation or a reflective exercise - but the underlying principles of Mode 1 executive education is that the universities, as represented by the faculty, have knowledge developed from research, access to publications and scholarship in the field which can be transferred to students or participants on a programme. The focus is, therefore, on the transmission and acquisition of standard, reliable knowledge in the form of facts, concepts, models and theories. The aim is to facilitate theoretical understanding and develop learning (including personal insight) that can be later applied to the learner's context 'back home'. The key challenge is the effective transfer of learning.

The knowledge produced is likely to have a conceptual use (Beyer & Trice, 1982) that is indirect and cognitive. Thus executive education programmes will contribute to the knowledge base of a manager or organisation and can affect decision-making and action in indirect ways. Although some classroom time will be devoted to the application of the concepts, model and theories, ultimately participants must apply the knowledge to the business issues in which they are engaged at work and they are not confronted with the reconciliation of theory and practice until this point. Knowledge learnt on the programme will often be applied to participants' specific problems during daily reflection sessions or an action planning session, usually conducted without the academic experts present but with the programme director.

This orientation to learning is extremely important when programmes cover fundamental principles. It is also important to have this type of learning approach where the programme is designed to help the person acquire general knowledge which, once understood, can be applied throughout their future career.

Inputs in Mode 1 executive education are often based on key building blocks from disciplines or functions such as business economics, organisational behaviour or marketing. In terms of course design, content of a Mode 1 course is primarily decided before the course commences, with the programme comprising an orderly sequence of modules and established materials. This is reflected in the idea of specified learning outcomes for programmes. Many executive education brochures have precisely stated learning outcomes for their courses which are presumably designed to be applicable to all interested in the topic.

An example of the appropriate use of Mode 1 design would be enabling a team of HRM managers to gain a qualification as approved by the national psychological body in using psychometric tests of personality, and learning how to use selected tests in their recruitment selection and promotion processes in a professional and ethical manner. However, when Mode 1 is unquestioningly utilised or inappropriately applied, then the needs of the learner or the client organisation may not be met.

Figure 1: Mode 1 Executive Education process



5. Mode 2 Executive Education

Mode 2 executive education has, by contrast, the problem or issue, as the client understands it, as the starting point. Some general learning objectives for the programme maybe described to help scope and focus the session but the precise learning outcomes cannot be predetermined. Learning in Mode 2 executive education is anchored in practice. Participant's experience of "the context of application" is the starting point and focus for learning. Learners' experiences are shared and discussed with fellow participants. Thus, the classroom provides a forum or platform for the collaborative identification, formulation and resolution of shared learning needs.

Mode 2 executive education is not just about learning methods - the concept of Mode 2 learning is rooted in the notion of knowledge production. Thus, in Mode 2 the learners may inquire, not only of each other on the programme but also of the evidence and research base and relevant theories for their own organisational issues. Mode 2 is *not* therefore a 'theory free' zone. Mode 2 is not just sense making and reflection on collective participant experiences (socially constructed learning) but introduces an element of inquiry whereby learners and tutors search for potential solutions to the problem or issue to be addressed. Any information/source that may shed some light on the problem or issue is regarded as legitimate. Accessing this information may take place through reviews of existing literature, interviews with 'experts' or visits to organisations with a good reputation in the field.

The learning needs are likely to change as participants develop and, as such, the syllabus needs to be flexible and accommodating. Learner's needs maybe very detailed, precise and are likely to be trans-disciplinary with inputs needed from a number of different tutors and perspectives. Contributions emphasising a thematic or sectoral focus are more likely to be used. Thus the issues addressed might be, for example, helping managers develop new approaches to change management in a manufacturing company, developing HR processes that support a financial services organisation in getting women into senior management or helping a corporate university move from a training programme provider to a strategic consulting partner in the business.

Faculty should not assume that they can move easily into Mode 2, indeed they often believe they have this flexibility but this may not be so as Case two indicates.

Case Two: Applied Lecture Or Mode 2 Learning

A programme director was asked to give feedback to one of the members of faculty who had contributed to a recent programme because she had observed the session in order to facilitate the workshop that followed. The tutor had been puzzled that her material had been criticised by the participants as 'too academic' whereas she had thought it very practical

and had made little reference to the theories on which it was based. The programme director had observed that the Professor found it hard to frame the organisation issues from the participants' points of view. She seemed more comfortable referring to her research or to models to explain general problems in her field. She did not appear to listen to their issues first or even be very interested in them beyond a cursory listing on a flip chart. She didn't match her content to the particular participants but gave a presentation that would actually have fitted quite a few courses. She thought she was giving practical examples but the participants just thought she was name-dropping her client list. She gave them such a detailed brief for the discussion group work that the participants found it hard to work her material into their own issues. They reported that she seemed to want to be the only expert in the room. The programme director who valued the Professor's input wanted to make sure she got useful feedback - they would work on programmes together in the future - but it was hard to say all of this without appearing very negative.

Mode 2 executive education programmes are autonomous and self-managed with high learner control. Since the knowledge is to be applied in the workplace, this is also the most appropriate arena for learning to occur - either the programme is highly customised or the programme begins with the participants' issues. Thus learners are encouraged to take control of their own learning process in an environment, pace and time that suits them.

The facilitator and co-learners help participants to learn to learn. In programmes involving deep personal reflection, the tutoring skills for supporting individual learning are crucial. In adapting their behaviour, faculty need to manage complicated group dynamics in which the individual learner's agenda maybe different from those of other participants or the broad programme aims. There is significant danger in Mode 2 that organisational demands to make immediate changes and demonstrate the utility of learning, can inhibit reflection, over simplify complex issues and lead to participants being irritated with anything not seen as pragmatic.

In Mode 2 learners are engaged in problem solving activities and use research and theory to address their pertinent business issues. Knowledge is produced when people make sense of their world and is based on their experience as they construct tools, methods and approaches to cope with the situations facing them. The aim is to produce knowledge that is more likely to have an instrumental use (Beyer & Trice, 1982). This form of use requires some form of change in behaviour, short-term to medium-term decision-making or action (Beyer & Trice, 1982).

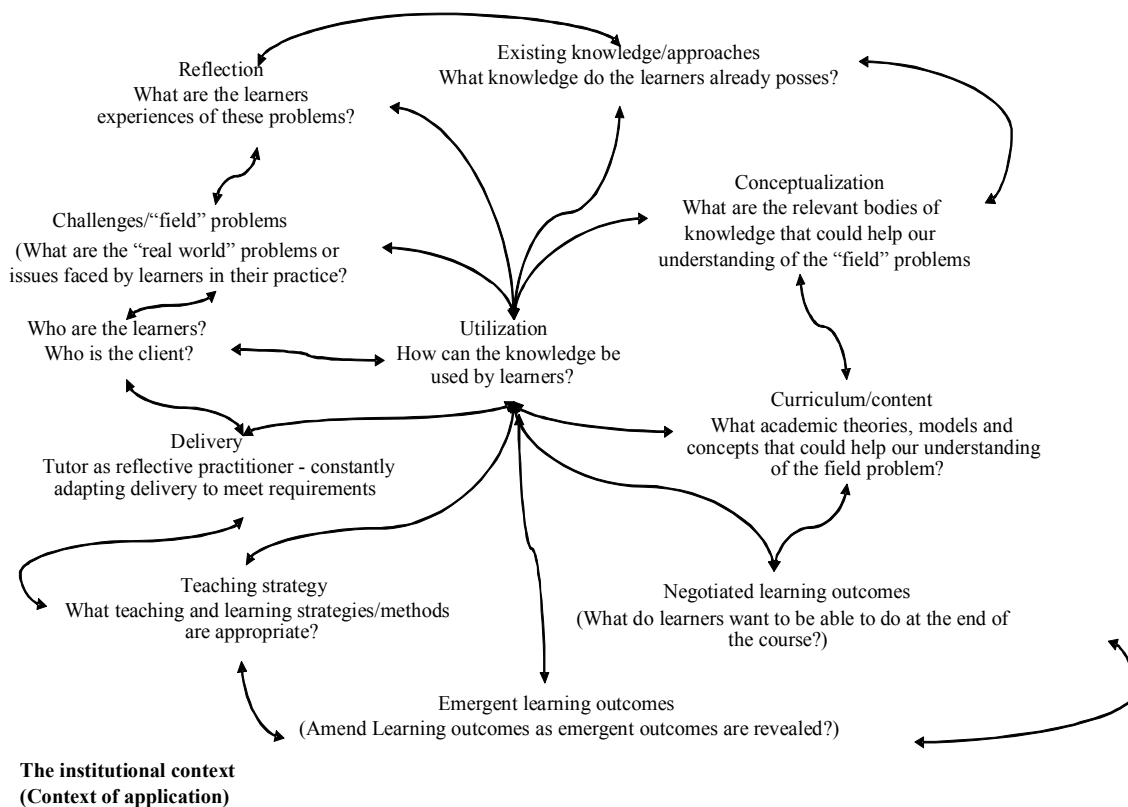
Figure 2 illustrates the Mode 2 executive education process. Mode 2 is context driven, oriented towards the missions of the learners rather than the agenda of the teacher or the syllabus of an institution, with learning being seen as collaborative and team based with a reflexive philosophy. Its success criteria is 'does what we have

learnt work’ rather than ‘have we measured up to an expert assessment?’ This is illustrated in Case three.

Case Three: An Example Of a Programme Tailored For a Specific Organisation Designed In Mode 2 Orientation

This programme is aimed to support an organisation in a major change initiative by working with a group of senior managers who were to lead the change. It combined reflection on personal and organisation experience of change management, latest thinking on change management and involved co-creating ideas and solutions which would be the basis for collective management action on return to the workplace. The programme used inputs, largely selected ‘on the fly’, as themes in the discussion emerged. This required a wide knowledge base from tutors and faculty who could quickly deliver on a topic as it came up and were able to access their own ‘off the shelf material’ quickly or create impromptu inputs without the use of the usual classroom aids. They also used online database searching; as a theme emerged they would search the university library databases for relevant papers through the computer in the classroom and, together, figure out how and if they were relevant. The faculty viewed their role as providing access to trans-disciplinary, thematic knowledge rather than ‘having the knowledge and passing it on’. The key design components were conversational learning and collective reflection space. The evaluation of the programme rested on whether it was perceived to support the change initiative, not on any individual skill or knowledge the participants gained (even if they personally valued these).

Figure 2: Mode 2 executive education



Mode 1 and Mode 2 executive education are presented here as dichotomies. This is necessary to illustrate their differences. In practice many courses will be an amalgamation of both. It is important for designers to understand when each approach is appropriate otherwise programmes can be a mismatch of intention and delivery.

6. Challenges in Creating Programmes with the Appropriate Mode 1 or Mode 2 Orientation

We believe there are key challenges for business schools in adopting Mode 2 in addition to the more traditional Mode 1 approach and in developing effective and appropriate executive education to fit specific circumstances: ownership of the learning agenda, faculty development and programme evaluation. These challenges originate in the proposition of business schools and their differentiation from other providers of executive development - to provide leading-edge, thought-leadership that impacts practice.

6.1 Ownership of the Learning Agenda

A constant tension in executive education exists around the construction and ownership of the learning agenda. In most instances, representatives of the client organisation work with the business school to brief the school on the organisation context and work with them to design a programme to meet their need. Participants usually do not have knowledge of this discussion until they are chosen for the programme and often have dissimilar ideas about the learning agenda. Alternatively, a programme might be designed with the client to support a tailored learning agenda but the participants arrive keen to have a pre-set experience that fits neatly into a few hours or days. Whilst the client may see the programme as fundamental to supporting the organisation's business drivers and central to achieving strategic objectives, participants often anticipate this being an 'extra' to the day job which should not impinge too heavily on their time to get their 'real' work done.

In these situations it is sometimes difficult to meet both the clients' need and the learners'. In some situations the organisational learning need might be best served by a Mode 2 agenda. However, the client tasked by their organisation to ensure that an effective programme is designed may feel that they need to control the programme tightly by agreeing the detail with the business school partner. Where the client perceives their job is at risk if the programme fails to deliver the necessary changes in behaviour, their anxiety is likely to be heightened. This high level of anxiety needs to be managed supportively. However, the client often manages their anxiety by demanding a tight brief for faculty, specific intended learning outcomes and to see the materials in advance. However well briefed faculty are, the requirement to tailor their material to this tightly controlled brief and provide the materials in advance for

inclusion in the course handouts or binder limits the opportunity for Mode 2 and pushes them towards Mode 1 learning whether or not this was originally desirable.

Alternatively the client maybe correct in specifying a Mode 1 agenda, for example, to up-skill a group of managers against some specific competences but the participants arrive wanting to engage in a more generalised learning event in line with their personal challenges or career issues. The carefully crafted Mode 1 programme is dismissed as ‘impractical’ or too much to absorb.

In Mode 1 it is important to enable participants to buy into the programme objectives and design – although they may also be asked for their opinion of how well it works. In Mode 2 the design is more fluid. There are many examples of methodologies for learning that are highly applicable in Mode 2 and these are primarily action oriented, inquiry based and conversational, enabling the co-creation of knowledge for practice and valuing the experience the participants bring to the event. The key point is that those methodologies are chosen to support a programme design that emphasises self-management and participant engagement in setting personal learning objectives.

In Mode 2 what must be included in the programme is not clear whereas in Mode 1 an ‘expert’ can assess whether the syllabus covers the main issues. The fact that the participants own their learning agenda does not mean that the problem or issue they bring remains unchallenged. As Borwick (2006) argues, systemic change starts by understanding the problem a participant presents but the role of the tutor consultant and other participants in the next phase is to ask questions and form hypotheses about what underlies the presenting problem; the presenting problem is seldom the real issue. This is not just the psychological sense of the presenter, denying or repressing the real issue, but that, in systems, the problem usually relates to the wider network of relations and structures that contain the problem and may not be available to individual learners. By exploring and understanding these systemic issues, the problem can be re-framed and system change can occur. So a Mode 2 agenda does not take the presenting issues as unquestionable.

In developing new programmes, providers need to be clear who the client is, how they relate to participants and how integrated the programme will be to the business in practice. The feasibility of providing a Mode 2 programme needs to be checked - it is possible to produce Mode 2 programmes for a team, senior executives or a whole organisation. However, if the client wants a successful programme to be replicated for 200 or more participants, with the same timetable, inputs and faculty, a Mode 1 approach is being prescribed even if it is ‘tailored’.

6.2 Faculty Development

Many business schools are good at Mode 1 executive education as this builds on their experience in degree programmes and the skills developed at conferences and in giving keynote addresses. In contrast in Mode 2 the agenda is wide open. This raises

the question of what is the expertise on offer. In Mode 1 it is subject knowledge with the addition of teaching and learning capability. In Mode 2 it is an ability to design learning events and access appropriate frameworks and knowledge - often in less depth but with breadth. This feels very risky to many faculty who feel more secure working from a narrower basis of expertise.

This may be confounded in business schools which have increasingly recruited faculty for their research excellence rather than their business experience due to the pressures of research assessment. Faculty with more business or consulting experience are likely to have more varied material to bring to hand - ideas and models garnered over their career. However, researchers moving into executive education may have access to newer and creative learning design ideas that they need to gain confidence in using with senior managers. They will do so if they understand what is required in a particular programme rather than feeling that they must be able to emulate some of the great teachers that every good business school boasts.

However, as the most accepted route for research is Mode 1, indicating that what is most valued is Mode 1 knowledge production over Mode 2, it is likely that for most faculty trained as researchers, economists, psychologists etc the default position is likely to be Mode 1, reinforced by a brief to provide thought-leadership and exciting new thinking/ideas for the client. The unique selling point of business schools is faculty who have original things to say and the business school's coveted brand, for which clients pay a premium, reflects in part the faculty's ability to publish in top journals which for most part have a Mode 1 orientation. The two domains of publishing and executive education cannot be held separate if the schools are to make the most of their top faculty.

A key challenge for most top business schools is to develop or acquire 'star' faculty who can excel in all arenas – publications, research, teaching *and* executive education. Yet a recent report from the Advanced Institute Of Management (the prime government funded research institute for management in the UK) (Ivory *et al.*, 2006, section 6.4) asks "how many academics achieve at the level of excellence, demonstrated by the late Sumantra Ghoshal at impacting the worlds of both theory and practice?" The answer is very few compared with the numbers of faculty needed to staff business schools. This problem can be partially resolved structurally by having research faculty who may teach to some degree (largely degree programmes) and separately have executive education/non faculty staff who can dedicate themselves to the demands of executive education. However, the collaboration of research and senior faculty in executive education is central to the 'thought-leadership' the client is buying. Whilst the career progression of academics is shaped predominantly by their ability to produce new knowledge and disseminate the findings of their work in peer-reviewed journals, they also need support to develop good executive education skills.

6.3 Programme Evaluation

Evaluation is an enduring problem in management development because relating participants learning to different levels of organisation impact is difficult to achieve beyond an initial evaluation of the programme based on the immediate experiences of participants (Easterby-Smith, 1994; Kirkpatrick, 1998). However, Mode 2 implies a different level of analysis - not whether the learners transferred knowledge that they received on a programme back to the workplace in some way but whether the organisation stakeholders perceive that they are achieving their goals. This is just as fraught with difficulty as it is hard to assess whether the achievements should be attributable to events outside of the influence of the programme. The difference is whether the focus of evaluation is the extent to which the design enabled participants to generate new solutions to the issues they arrived with or the extent to which the design supported their learning about existing solutions that they could transfer to their own organisation.

Business schools are concerned that their programmes impact practice. However, they find it hard to wean themselves away from programme ‘happy sheets’. Since these are seen by colleagues, programme directors as well as clients, when the programmes are reviewed they reinforce a Mode 1 orientation to learning. They usually focus on evaluating faculty (and their performance) rather than the extent to which the issues the participants brought to the programme have been resolved or moved forward. The use of inquiry-based learning methods, the value of collaborative discussions, exploring what models might be relevant (rather than how models are presented) are rarely evaluated compared with content and presentation.

Evaluation studies, in which the impact of the programmes on organisation practice is explored, are usually conducted and costed separately. But as one participant said, when being asked to fill in a standard university form, “we didn’t have any presentations and the content was largely mine - how do I complete this?” This might be seen as a minor irrelevance in which a system for general use does not quite match a specific event. However, as people are driven to some extent by what is measured, the role of evaluation methods in shaping the design and input into programmes should not be underestimated.

7. Conclusions – Importance for the Future of Business Schools and their Impact on Practice

In this paper we have outlined two distinct approaches to executive education using the Mode 1 and Mode 2 distinctions. We have argued that neither Mode 1 nor Mode 2 is the ‘correct’ route to best practice in teaching and learning. Instead, both should be used as appropriate to meet the goals of the programme. Executive education, either on open programmes or customised, shifts the balance towards immediate

learning *for* business practice rather than longer-term education *about* business. There will be elements of both requirements in most programmes.

Learner friendly methods can be confused with Mode 2 if the importance of who owns the learning agenda is not included in the debate. In some cases it is absolutely clear that the learning agenda should be directed by the experts where the aim of the programme is to ensure that participants do acquire publicly available knowledge that is needed for them to operate effectively, professionally and safely. Where a programme is not designed to meet specific behavioural or organisation change but to provide development which will be of long-term benefit and applicable to many as yet unknown situations, then Mode 1 maybe very valuable and learning maybe grounded with reference to shorter term applications.

By contrast, if programme designers are asked to design an event to support an organisation change or support an individuals' development for their current organisation role, then each learner may need to learn something different and it is not clear what precise avenues will need to be explored during a programme. Facilitators/tutors will need to enable managers to think about how their system operates, their experiences and share knowledge about processes. At some point learners may get stuck unless they are offered new thinking. Then theory and research inputs will necessarily be married to the specific context the managers are grappling with.

Ivory *et al.* (2006) suggests that, in the future, faculty will need to be able to demonstrate excellence in research, influence policy development, conduct executive education, develop knowledge in the context of practice and perform client relationship management. In order to develop faculty with these competencies, many universities are making qualifications in teaching and learning mandatory. In research-led business schools it is insufficient to develop good teaching/learning methods as if they were techniques to be applied without understanding the different contexts in which they will be deployed. There needs to be an understanding of how research and teaching/learning designs are *both* shaped by orientations to the development of new knowledge.

If business schools want to develop world-leading academics who can deliver to both theory and practice, then they need to help their faculty develop a variety of learning approaches. This is a major strategy agenda for business schools – otherwise their leading-edge thinking will not impact practice and business school relationships with clients will exclude many members of faculty who cannot address their clients' agenda but only present their own scholarship. This goes much further to the core of business school identity than training faculty in learner centred designs for courses. This paper suggests that by using a Mode 1 and Mode 2 framework, faculty will be challenged to review not only how they design their executive education but will need to reflect on what they consider to be appropriate questions for their research and what modes of research they will engage with if they wish to shape business schools

into institutions which are both rigorous in the generation of new knowledge and relevant to management.

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